EYFS Progression in Learning Framework

Literacy

Manor Park Primary School

Manor Park Primary School: Progression in Learning Framework - Literacy

EYFS Statutory Educational Programme. The curriculum needs to include:

It is crucial for children to develop a life-long **love of reading**. Reading consists of two dimensions: **language comprehension** and **word reading**. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words **(decoding)** and the speedy **recognition of familiar printed words**. Writing involves transcription **(spelling** and **handwriting**) and **composition** (articulating ideas and structuring them in speech, before writing)

ELG: Comprehension	**ELG: Word Reading**	**ELG: Writing**
Children at the expected level of development will: • **Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary** • **Anticipate – where appropriate, key events in stories** • **Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play**	Children at the expected level of development will: • **Say a sound for each letter in the alphabet and at least 10 digraphs** • **Read words consistent with their phonic knowledge by sound blending** • **Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words**	Children at the expected level of development will: • **Write recognisable letters, most of which are correctly formed** • **Spell words by identifying sounds in them and representing the sounds with a letter or letters** • **Write simple phrases and sentences that can be read by others**

Literacy Progression in Learning – Small Steps Nursery to KS1

	Nursery			Reception			Interface with KS 1
	Autumn	**Spring**	**Summer**	**Autumn**	**Spring**	**Summer**	
COMPREHENSION	**Engages in short conversations about stories, songs, rhymes and non-fiction books, using the pictures to help them** **Joins in with stories and poems** **Fills in the missing word or phrase in a known rhyme or story**	**Engages in regular sharing of stories, rhymes, songs and non-fiction books, including longer stories, exploring new vocabulary and remembering much of what happens** **Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories**	**Engages in extended conversations about stories, rhymes, songs and non-fiction texts, answering simple questions and learning new vocabulary** **Talks about events and characters in stories**	**Enjoys a range of print and digital fiction and non-fiction books** **Shares books, rhymes and songs, answering simple 'why' questions** **Retells deeply familiar stories, using some new vocabulary** **Suggests how a story might end**	**Shares books, rhymes and songs with others, answering questions about 'when' and 'how'** **Describes main story settings, events and characters in some detail** **Retells familiar stories using new vocabulary** **Uses vocabulary found in texts, exploring meaning**	**Knows that information can be retrieved from books and technology** **Asks questions to find out more and to check understanding about what has been read** **Re-tells short stories in the right order, with some exact repetition and some of their own words, and using new vocabulary** **Talks about the new knowledge and vocabulary learnt from books**	**Understands and explains the books they can already read accurately and fluently and those they listen to**

	Begins to explore some simple vocabulary from books in their play	Explores some simple vocabulary from books in their play	Uses some vocabulary from books in their play Begins to ascribe meanings to signs, symbols and words that they see in different places	Uses vocabulary from books, in other some contexts such as role play	Uses vocabulary from books in a range of other contexts, including role play	Uses a range of new vocabulary from books in a range of contexts, including role play	Participates in discussions about what is read to them
	Enjoys listening to stories Knows how to hold a book, turn pages and that reading is left to right	Enjoys choosing their own books to read Can identify front cover, back cover and title	Enjoys sharing books Has an awareness of pages and words Understands why we have books	Is able to talk about the job of an author and an illustrator Re-reads books deepening understanding	Can explain the difference between fiction and non-fiction books Re-reads books deepening understanding	Can find the blurb and explain what its purpose is Re-reads books deepening understanding	Develops pleasure in reading, motivation to read, vocabulary and understanding
WORD READING	*Begins to:* experiment with sounds and words listen attentively, show a growing awareness and appreciation of rhyme, rhythm and alliteration speak clearly and audibly with confidence and control distinguish between different sounds in words and develop awareness of the differences between phonemes	*Explores:* experimenting with sounds and words listening attentively with a growing awareness and appreciation of rhyme, rhythm and alliteration speaking clearly and audibly with confidence and control distinguishing between different sounds in words and developing awareness of the differences between phonemes	*Can:* experiment with sounds and words listen attentively with an awareness and appreciation of rhyme, rhythm and alliteration speak clearly and audibly with confidence and control distinguish between different sounds in words and is developing an awareness of the differences between phonemes	By the end of the term, children will be able to: Recognise and say the Set 1 single-letter sounds. Recognise and say the Set 1 special friends (sh, ch, th, qu, ng, nk). Begin to orally blend sounds to read simple words. Blend sounds to read simple CVC words (e.g. cat, dog, pin). Read simple words containing known Set 1 sounds. Recognise and read some familiar high-frequency words.	By the end of the term, children will be able to: Recall and recognise all Set 1 sounds. Read words containing Set 1 special friends. Blend sounds independently to read CVC and CCVC words (e.g. frog, clap, stop). Read words containing adjacent consonants (e.g. flag, hand, swim). Begin learning and recognising Set 2 vowel sounds. Read words containing taught Set 2 sounds. Read familiar red words (common exception words) from their RWI group.	By the end of the term, children will be able to: Recognise and recall taught Set 1 and Set 2 sounds. Read words containing taught special friends. Blend sounds to read unfamiliar words with increasing independence. Read words containing adjacent consonants and more complex sound patterns. Begin recognising and reading Set 3 sounds where appropriate. Read familiar red words automatically. Read words containing taught alternative sounds and spellings.	Applies phonics skills and knowledge to recognise an increasing number of complex words Reads an increasing number of high and medium frequency words independently and automatically.
PHONOLOGICAL AWARENESS	Is beginning to develop their phonological awareness	Can spot rhymes Can clap syllables in a word Is beginning to orally blend and segment	Can clap and count syllables in a word Can recognise words with the same initial sound - *mouth*, *money* Can orally blend and segment				Applies phonic knowledge and skills as a route to decode words, and reads common exception words

				Begin to recognise that sounds are represented by letters. Read simple words by saying the sounds and blending them together. Re-read familiar words to develop confidence and fluency.	Read simple phrases and sentences containing taught sounds. Use Fred Talk to help decode unfamiliar words. Re-read familiar texts to develop accuracy and fluency.	Read simple sentences with increasing accuracy and fluency. Read familiar books with confidence and expression. Use phonics knowledge to decode unfamiliar words independently.	
WRITING	Uses scribbles and symbols when exploring writing Begins to give meaning to drawings and marks they make	Begins to talk about what they are drawing and sometimes give meaning to their work. Uses scribbles or symbols when exploring writing Use a range of mark making tools with developing control and grip	Can talk about what they want to draw or 'write', in their play Communicates ideas in their independent play through mark-making and assigning meaning to this Uses symbols or scribble which may have spaces in between, to resemble words	In play, chooses to write for a purpose to communicate ideas eg label for a model Articulates ideas and orally compose a phrase or short sentence they want to write, (personal voice), with some adult support Knows that phonemes are represented by graphemes Applies phonic knowledge and some common exception words in own writing and 'has a go' at writing other words Uses adult support to help them remember their oral composition, as they write it down	In play, chooses to write for a wider range of purposes and audiences to communicate ideas Can tell an adult what they are going to try to write. Orally rehearses ideas (personal voice), structuring them in speech, before writing, sometimes with some adult support. Writes simple phrases or a sentence using phonic knowledge and some common exception words and 'has a go' at writing other words Links sounds to letters, naming and sounding the letters of the alphabet Can usually remember most of their simple sentence as they write it Chooses appropriate words in composition	Communicates meaning for a range of audiences and purposes, and to express their personal voice Can orally compose and rehearse one or two simple sentences, communicating their own ideas and thoughts Organises simple ideas in a logical sequence and uses appropriate vocabulary Uses phonic knowledge and learnt common exception words in own writing, making a plausible attempt at spelling unknown words Can usually remember their simple sentence as they write it	Composes sentences using phonic knowledge and common exception words, using correct punctuation and correct letter formation, re-reading to check their writing makes sense

				Begins to read back some of their own writing, with adult support. **Can talk about what they have written, referring to the page** **Forms some lower- case letters, mostly correctly Is beginning to form letters on wide lined paper**	**Re-reads what they have written, with some adult support.** **Can talk about what they have written, referring to the page** **Attempts to form most lower-case and a few upper-case, letters with some control** **Is gaining control in writing on wide-lined paper, from left to right and top to bottom**	**Attempts to re-read their composition for themselves** **Attempts to form almost all lower- case and some upper-case letters with some developing control, with some variation in size** **Writes on wide lines with early developing use of ascenders and descenders**	

Assessment: On track/not on track using best fit for each Milestone Descriptor – Literacy	
Milestone 1	***Comprehension:*** ***I engage in short conversations about stories, songs, rhymes and non-fiction books, using the pictures to help me. I join in with stories and poems. I fill in the missing word or phrase in a known rhyme or story. I begin to explore some simple vocabulary from books in my play. I enjoy listening to stories. I know how to hold a book, turn pages and that reading is left to right.*** ***Word Reading:*** ***I am beginning to experiment with sounds and words, listen attentively, show a growing awareness and appreciation of rhyme, rhythm and alliteration, speak clearly and audibly with confidence and control, distinguish between different sounds in words and develop awareness of the differences between phonemes.*** ***Phonological Awareness:*** ***I am beginning to develop my phonological awareness.*** ***Writing:*** ***I use scribbles and symbols when exploring writing. I am beginning to give meaning to drawings and marks I make.***
Milestone 2	***Comprehension:*** ***I engage in regular sharing of stories, rhymes, songs and non-fiction books, including longer stories, exploring new vocabulary and remembering much of what happens. I join in with repeated refrains and anticipate key events and phrases in rhymes and stories. I explore some simple vocabulary from books in my play. I enjoy choosing my own books to read. I can identify front cover, back cover and title.***

	Word Reading: *I am exploring experimenting with sounds and words, listening attentively with a growing awareness and appreciation of rhyme, rhythm and alliteration, speaking clearly and audibly with confidence and control, distinguishing between different sounds in words and developing awareness of the differences between phonemes* *Phonological Awareness:* *I can spot rhymes. I can clap syllables in a word. I am beginning to orally blend and segment.* *Writing:* *I am beginning to talk about what I am drawing and sometimes give meaning to my work. I use scribbles or symbols when exploring writing. I use a range of mark making tools with developing control and grip.*
Milestone 3	*Comprehension:* *I engage in extended conversations about stories, rhymes, songs and non-fiction texts, answering simple questions and learning new vocabulary. I talk about events and characters in stories. I enjoy sharing books. I have an awareness of pages and words. I understand why we have books.* *Word Reading:* *I can experiment with sounds and words, listen attentively with an awareness and appreciation of rhyme, rhythm and alliteration, speak clearly and audibly with confidence and control, distinguish between different sounds in words and is developing an awareness of the differences between phonemes.* *Phonological Awareness:* *I can clap and count syllables in a word. I can recognise words with the same initial sound. I can orally blend and segment.* *Writing:* *I can talk about what I want to draw or 'write', in my play. I communicate ideas in my independent play through mark-making and assigning meaning to this. I use symbols or scribble which may have spaces in between, to resemble words.*
Milestone 4	*Comprehension:* *I enjoy a range of print and digital fiction and non-fiction books. I share books, rhymes and songs, answering simple 'why' questions. I retell deeply familiar stories, using some new vocabulary. I suggest how a story might end. I use vocabulary from books, in other some contexts such as role play. I can talk about the job of an author and an illustrator. I re-read books deepening my understanding.* *Word Reading:* *I recognise and say the Set 1 single-letter sounds and begin to recognise special friends (two or three letters that make one sound). I use Fred Talk to blend sounds together to read simple CVC words. I begin to read familiar words and recognise some red words. I use my phonics knowledge to sound out simple unfamiliar words and begin to read short words and phrases.* *Phonological Awareness:*

	I listen carefully to sounds in the environment and begin to distinguish between different sounds. I recognise and join in with familiar rhymes, songs and rhythmic patterns. I begin to hear and identify initial sounds in words. I can orally blend simple sounds together to make a word and begin to segment words into individual sounds. *Writing:* *In play, I choose to write for a purpose to communicate my ideas. I articulate ideas and orally compose a phrase or short sentence I want to write, (personal voice), with some adult support. I know that phonemes are represented by graphemes. I apply phonic knowledge and some common exception words in my own writing and I 'have a go' at writing other words. I use adult support to help me remember my oral composition, as I write it down. I begin to read back some of my own writing, with adult support. I can talk about what I have written, referring to the page. I form some lower- case letters, mostly correctly. I am beginning to form letters on wide lined paper.*
Milestone 5	*Comprehension:* *I share books, rhymes and songs with others, answering questions about 'when' and 'how'. I describe main story settings, events and characters in some detail. I retell familiar stories using new vocabulary. I use vocabulary found in texts, exploring meaning. I use vocabulary from books in a range of other contexts, including role play. I can explain the difference between fiction and non-fiction books. I re-read books deepening my understanding.* *Word Reading:* *I recognise and recall Set 1 sounds and special friends confidently. I use Fred Talk to blend sounds independently to read CVC, CCVC and CVCC words. I begin to recognise and use Set 2 sounds to read words. I recognise and read an increasing number of red words. I use my phonics knowledge to read unfamiliar words in simple phrases and sentences. I re-read familiar books to develop my accuracy, confidence and fluency.* *Phonological Awareness:* *I can identify and distinguish between the sounds within spoken words. I orally blend sounds to make words and segment words into individual sounds. I can identify initial, middle and final sounds in simple words. I recognise rhyming words and can suggest words that rhyme. I can identify words that begin with the same sound and hear similarities and differences between words.* *Writing:* *In play, I choose to write for a wider range of purposes and audiences to communicate ideas. I can tell an adult what I am going to try to write. I orally rehearse ideas (personal voice), structuring them in speech, before writing, sometimes with some adult support. I write simple phrases or a sentence using phonic knowledge and some common exception words and I 'have a go' at writing other words. I link sounds to letters, naming and sounding the letters of the alphabet. I can usually remember most of my simple sentence as I write it. I choose appropriate words in composition. I re-read what I have written, with some adult support. I can talk about what I have written, referring to the page. I attempt to form most lower-case and a few upper-case, letters with some control. I am gaining control in writing on wide-lined paper, from left to right and top to bottom*
Milestone 6	*Comprehension:* *I know that information can be retrieved from books and technology. I ask questions to find out more and to check understanding about what has been read. I re-tell short stories in the right order, with some exact repetition and some of my own words and using new vocabulary. I talk about the new knowledge and vocabulary learnt from books. I use a range of new vocabulary from books in a range of contexts, including role play. I can find the blurb and explain what its purpose is. I re-reads books deepening my understanding.*

	Word Reading: ***I confidently recognise and recall the sounds taught through the RWI scheme. I use my phonics knowledge to blend and read unfamiliar words with increasing independence, including words containing special friends and adjacent consonants. I read words containing taught Set 2 sounds and begin to recognise Set 3 sounds where appropriate. I recognise and read familiar red words automatically. I read simple sentences and books with increasing accuracy, fluency and confidence. I use my phonics knowledge to tackle unfamiliar words and develop my reading independence.*** ***Phonological Awareness:*** ***I can confidently hear, identify and distinguish individual sounds in spoken words. I can orally blend and segment words containing an increasing number of sounds. I can identify initial, middle and final sounds in words. I can recognise, generate and explore rhyming words and patterns. I can identify words that contain the same sounds and recognise when words sound different. I can hear and manipulate sounds in simple words, including adding or removing sounds where appropriate.*** ***Writing:*** ***I communicate meaning for a range of audiences and purposes, and to express my personal voice. I can orally compose and rehearse one or two simple sentences, communicating my own ideas and thoughts. I organise simple ideas in a logical sequence and uses appropriate vocabulary. I use phonic knowledge and learnt common exception words in my own writing, making a plausible attempt at spelling unknown words. I can usually remember my simple sentence as I write it. I attempt to re-read my composition for myself. I attempt to form almost all lower- case and some upper-case letters with some developing control, with some variation in size. I write on wide lines with early developing use of ascenders and descenders.***